

Pupil premium strategy statement 2019-20

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| **1. Summary information** | | | | | |
| **School** | Tattenhall Park Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget (inclusive of Pupil Premium Plus from Virtual School)** | £26,320 | **Date of most recent PP Review** | Sept 2019 |
| **Total number of pupils** | 216 | **Number of pupils eligible for PP** | 31 pupils now in school (23 DFE list) | **Date for next internal review of this strategy** | July 2020 |

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| **2. Current attainment** | | | | | | |
| **Attainment for: 2018-2019 (13 pupils) and Whole school** | *End of KS1*  3 pupils  (1 with SEN) | *End of KS2 test*  *4 pupils* | *End of Y1,3,4 & 5* | *Pupils* ***not eligible*** *for PP* | | |
| *End of KS1* | *End of KS2* | *End of Y1,,3, 4, 5* |
| **% achieving expected standard or above in reading, writing and maths** | 66%  65% (NA) | 75%  65% (NA) | 50% | 67.9% | 70.4% | 75.7% |
| **% achieving expected standard or above in reading** | 66%  75% (NA) | 100%  73% (NA) | 60% | 78.6% | 81.5% | 84.5% |
| **% achieving expected standard or above in writing** | 66%  69.8%(NA) | 100%  79% (NA) | 50% | 67.9% | 88.9% | 81.6% |
| **% achieving expected standard or above in maths** | 66%  75.7% (NA) | 75%  79% (NA) | 70% | 89.3% | 70.4% | 79.6% |

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| **Planned expenditure for this year** | | | | | | |
| **Academic year** | **2019-20** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| **i. Quality of teaching for all** | | | | | | |
| **Desired outcome**  **And impact** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?**  **How we will measure the impact of e** | **Staff lead** | **Spend**  **(not including in PP spending costing as impact is to all pupils)** | **When will you review implementation?** |
| To improve pupils' progress and attainment in reading, writing and spelling. | CPD (In-house)for staff to support the teaching of phonics  Baseline using PM Benchmarking  Read Write Inc intervention resources used throughout EYFS and KS1  Intervention programmes (SEN Assessment Toolkit)to support, reading and spelling and application of spelling within writing  IDL Literacy (KS2/Possibly used KS1)  Whole class grammar lessons embedded into English lessons, supported by quality texts.  Purchase of new books to inspire children as readers and support Read Write Inc in YR  ELKLAN – TA(SH) being trained (Autumn 2019) | Applications of skills learnt in Phonics were not being applied due to the pronunciation all sounds.  Gaps around composition of full sentences and inferring meaning when reading texts. | Pupils identified and assessed by class teachers.  WELLCOMM screening completed for all children showing concerns / Planned programme in place to address gaps referrals made to SALT (CWAC).  School (TA/CT) to support with recommendations from Speech and Language Therapist.  ELKLAN – used to support identified children | PP Leader (SDD)  English Subject Leader (AT)  SENCO (FD)  ELKLAN (SH) | ELKLAN Training cost £225  Supply cost £85x3  IDL Bundle (English and Maths)  £698 Monitoring of IDL English £85 (1xday to release GL)  Purchase of books to support R,W Inc in YR £500 | Termly assessments |

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| To improve pupils’ progress and attainment in Maths. | | Continue with the teaching of Maths – Mastery approach supported by the White Rose Hub.  Use of Maths No Problem, Numicon intervention, IDL Maths (To be implemented Autumn Term 2019)  CPD (In-house) for staff to support a maths mastery approach and embed reasoning into daily maths lessons.  Digging Deeper First 4 Maths support for teachers | Teaching fluency, application, reasoning and problem solving across the curriculum. Using ***Concrete- Pictorial-Abstract*** approach to support pupils’ learning. | | | Consistent approach to the teaching of Maths Mastery across the school. Lesson drop- ins, book monitoring and pupil voice. | | PP Lead (SDD)  Maths Subject Leader (MM)  Head Teacher (JH)  SENCO (FD) | | IDL bundle cost as identified above  In-house training cost for supporting maths mastery –  £600 (2xdays for 2 teaching staff)  Training needs for KR (IDL Maths) 1xday at £85  Monitoring of IDL maths £85 (1xday to release KR) | | Termly assessments |
| **ii. Targeted support** | | | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | **Spend** | | **When will you review implemented intervention?** | |
| To improve pupils’ speech and communication skills | WELLCOM Screening with interventions focus. Children re-assessed termly  To use ELKLAN to assess and support children with speech, language and communication needs  Speech and Language Traded Service – bought in school support | | | Too many of our PP children in Reception and KS1 have poor speech sounds and grammatical structures to sentences when spoken. | Non- contact time for WellComm trained staff (AE/SDD)to complete assessments and feedback to class teachers and TA  Non-contact time for ELKLAN trained staff (SH) to complete assessments and feedback to staff | | SENCo (FD)PP Leader(SDD)  AE/SDD(Trained Wellcomm)  ELKLAN (SH) | | £600  ELKLAN assessment –TA cover £85 (termly)  Cover for Wellcomm trained leads to assess children £300 (2xdays)  Speech and Language bought in support £1000 | | Termly through pupil progress meetings | |
| To be able to identify and track the specific needs of vulnerable children | Staff to use SEN assessment toolkit  1-1 support for child in KS2 to support him to access the curriculum | | | Early identification and tracking of specific needs to be able to identify gaps early.  1-1 support in place to support the child in KS2 to access the curriculum | TA training and non-contact for key members of staff to administer the assessments.  Monitoring of support | | SENCO  KR (To lead with maths IDL)  GL (To lead English IDL)  TA 1-1 support (full time/started 7/10/19) | | £2000  TA 1-1 support for child in KS2  £11896.03 (full time support) | | Termly through pupil progress meetings | |
| To raise attainment in reading | Intervention delivered by a fully trained TA. (Rapid Readers, IDL, Toe by Toe, Dandelion Readers, Read, write Inc.  Purchase of reading books that are closely linked to Read Write Inc in YR | | | Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children. | SLT will monitor the achievements of our PP children through the school’s monitoring cycle. For our PP children this will be at least twice each half term.  Baseline assessment at beginning of programme compared with attainment at the end of the programme | | PP Leader(SDD)  TA  HLTA  Class Teachers Head  Teacher | | £8000 | | Reading attainment at the beginning and end of the intervention via pupil progress meetings | |
| To raise attainment in Writing and Maths | Targeted support delivered by Class teacher and HLTAs in writing and Maths (Power of two, IDL) | | | Not enough children were making enough progress to diminish the differences between PP children and non-pupil premium children. | PP leader (SDD) to monitor the achievements of PP children through the school’s monitoring cycle. For PP children this will be at least twice a term | | PP Leader TA  HLTA  Class Teachers Head Teacher | | £2000 | | Writing and maths attainment at the beginning and end of the intervention via pupil progress meetings | |
| To enable pupils to access the wider curriculum and participate in educational visits and residentials. | Support for parents of pupil premium children to fund educational visits and residentials.  Request by parent for music lessons (trialed – Autumn Term) | | | Parents requested support to enable their children to attend.  Parent requested music tuition | Agreement reached following discussion with parents. | | Headteacher  School business manager | | £875  Music for Life – (34 lessons –years tuition) £306 | |  | |
| To support the mental health and Wellbeing of pupils | ELSA intervention in place for all identified children | | | Pupils displaying a range of social and emotional issues which are having a negative impact on learning. | Pupils will be referred for the appropriate intervention and receive support for a period of 6-10 weeks typically. | | HLTA  TA | | £2000 | | Mental health and wellbeing will be reviewed at the end of intervention through discussion with pupils. | |
|  |  | | |  |  | | Total (approximate) | | £31,210 | |  | |

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| **Evaluation of Impact for 2019-20** | | | | |
| **4. Desired outcomes** | | | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* | *Impact Y2* | *Impact Y6* |
| **A.** | PP pupils will improve so their attainment is closer to age related expectations nationally in Reading, writing and maths at KS1 and KS2 | All non SEN pupils will have significantly closed the gap so that they are closer to national ARE.  Targeted TA support for pupils to enable pupils to make accelerated progress.  Social and emotional support delivered by ELSA to enable pupils to be ready to learn.  ELKLAN support delivered to enable pupils to be ready to learn.  The progress of PP pupils will be tracked closely and gaps in learning will be identified and closed through small group support. |  |  |
| **B.** | High attaining PP pupils will be identified and supported to make the best possible progress | High attaining PP pupils will achieve the same standard as high attaining non-PP pupils. |  |  |